

VISION OF UNIVERSAL EDUCATION

Every individual's success is important to our society. Each person deserves and needs a concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. Universal Education removes barriers, provides flexible and responsive supports and facilitates life-long learning for all.

The principles of Universal Education reflect the beliefs that in order to support the learning of all in achieving desired educational outcomes, there must be:

- ✦ A learning community...
- ✦ A learning environment (culture; resources)...
- ✦ Adult and student learning...

Learners in all of their diversity come from a variety of backgrounds and life situations that may pose barriers to their access to, experience with, and progress in public education. The following graphic identifies some of those factors affecting today's learners from birth to adulthood.



* **Youth in transition** are young people in temporary placements (i.e., awaiting foster care placement or institutional placement, staying temporarily with friends or relatives).

PRINCIPLES OF UNIVERSAL EDUCATION

WHO: The learning community

Universal Education...

- ✦ Builds a community that values diversity among all stakeholders and students, birth through adulthood.
- ✦ Engages broad-based working partnerships in removing all barriers that interfere, impede and / or prohibit access to the full range of learning opportunities.
- ✦ Recognizes and supports the critical, essential role that families/primary caregivers, in all of their diversity, play in the development and education of their children.
- ✦ Necessitates involvement of a broad-base of stakeholders that influence public policy and practice:
 - State Board of Education
 - Parent /teacher/student groups
 - Advocacy groups and organizations
 - Educational organizations and associations
 - Teacher training and preservice institutions
 - Legislature
 - Executive branch of government
 - Corrections/juvenile justice system
 - Human service system
 - Business and community organizations
 - Other stakeholders

WHAT: The learning environment (culture and resources)...

The learning culture...

Universal Education...

- ✦ Creates a safe and accepting learning environment in partnership with families and community characterized by mutual support, respect, and responsibility.
- ✦ Is guided by a commitment to educational excellence, democracy and social justice (equity) to create a sense of belonging.
- ✦ Honors the rights of all students to learn together.
- ✦ Supports and facilitates learning for all from birth through adulthood, including those who may be disenfranchised or marginalized, inhibiting in some way their achievement of individual education outcomes.

Learning resources...

Universal Education...

- ✦ Assures access to resources and provides support for teachers and students.
- ✦ Provides resources to create flexible instruction and learning environments designed for all learners, building on strengths, needs and interests.
- ✦ Supports policies and practices to prevent learning problems stemming from physical, environmental, social, and emotional factors.
- ✦ Promotes leadership among stakeholder groups that guides continuous instructional improvement.

HOW: Adult and student learning...

Universal Education...

- ✦ Ensures effective educator pre-service and on-going professional development.
- ✦ Implements effective, instructional practices, which align with individual learning styles, interests, and strengths moving the student from the edge of competence forward.
- ✦ Uses student performance and growth data to design, implement, evaluate, and adjust instruction, school environment and professional development.
- ✦ Ensures that students will be assessed based on growth in addition to broad, standardized tests or benchmarks of achievement.

Matrix of Selected Federal Statutes &/or Regulations
 Universal Education Referent Group (1/27/04)

	Title I, Part A: Basic Programs	Title I, Part C: Migratory Children	Title I, Part D: Neglected/Delinquent/At-Risk	Title I, Part G: Advanced Placement	Title III: Language Instruction for LEP/Immig.	Title V, Section D, Subpart 6: Gifted & Talented	Title VI, Part B, Subpart 2: Rural Education	Title VII, Part A: Indian Education	Title VII-B: Native Hawaiian Education	Title VII, Part C: Alaska Native Education	Title X, McKinney-Vento	IDEA	Section 504	Technology IDEA	ADA	Title IX: Discrimination Based on Sex/Blindness
<i>Notes:</i> X = the population that has initial access to eligibility for services or protections under this law																
<i>Shaded rows = clusters used in working definition of "learners"</i>																
<i>White rows = examples</i>																
Pregnant / Parenting Teens																
Mental Health Issues																
Abused children																
Limited English Profic.					X											
Health Issues																
Asthmatic																
Diabetic																
HIV positive																
Lead Poisoning																
Drug involved / Addicted																
Disability												X	X	X	X	X
Court Systems Involved																
Delinquent			X													
Adjudicated youth			X													
Foster children																
Racial Ethnic Minorities																
Immigrants																
Ethnic minorities									X	X						
Migrant students		X														
Native Americans								X								
Refugees																
Overseas Adoptions																
Religion																
Gender																X
Sexual Orientation Attraction																
GLBTQ ¹																
Homeless											X					
Unaccompanied youth																
At risk for drop out; truant																
Emancipated minors																
Advanced & accelerated				X		X										
High poverty	X						X									
Transitional																
Suspended / expelled																
Runaway																
Early Childhood																
Other																

¹ GLBTQ = Gay / Lesbian / Bi-sexual / Transgender / Questioning

Matrix of Selected State Statutes &/or Regulations
 Universal Education Referent Group (1/27/04)

Notes: X = the population that has initial access to eligibility for services or protections under this law Shaded rows = clusters used in working definition of "learners" White rows = examples	MI State School Aid Act, Section 31a: At-Risk	Education for the Gifted and Talented	Persons with Disabilities Civil Rights Act	Elliott-Larsen Civil Rights Act	School Code	State School Aid Act	Public Health Code	Critical Health Problems Education Act	MSD/B	MSD	MSB	Federal and State Aid to Vocational Education	Rehabilitation Act of 1964	Youth Employment Standards	Administrative Rules for Special Education
Pregnant / Parenting Teens					X										
Mental Health Issues															
Abused children															
Limited English Proficiency															
Health Issues															
Asthmatic					X										
Diabetic															
HIV positive							X								
Lead Poisoning															
Drug involved / Addicted															
Disability			X		X				X	X	X		X		X
Court Systems Involved															
Delinquent															
Adjudicated youth															
Foster children															
Racial Ethnic Minorities				X											
Immigrants				X											
Ethnic minorities				X											
Migrant students															
Native Americans															
Refugees															
Overseas Adoptions				X											
Religion				X											
Gender															
Sexual Orientation Attraction															
GLBTQ ²															
Homeless															
Unaccompanied youth															
At risk for drop out; truant															
Emancipated minors															
Advanced & accelerated		X													
High poverty	X														
Transitional															
Suspended / expelled					X										
Runaway															
Early Childhood															
Other															

² GLBTQ = Gay / Lesbian / Bi-sexual / Transgender / Questioning